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History-Social  
Science Standard  
8.12.5.



# Industrialization, Urbanization, and the Conservation Movement

## California Education and the Environment Initiative

Approved by the California State Board of Education, 2010

### The Education and the Environment Curriculum is a cooperative endeavor of the following entities:

California Environmental Protection Agency  
California Natural Resources Agency  
Office of the Secretary of Education  
California State Board of Education  
California Department of Education  
California Integrated Waste Management Board

### Key Leadership for the Education and Environment Initiative:

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### Key Partners:

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### Office of Education and the Environment

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## VA #1 Yosemite Valley, 1898

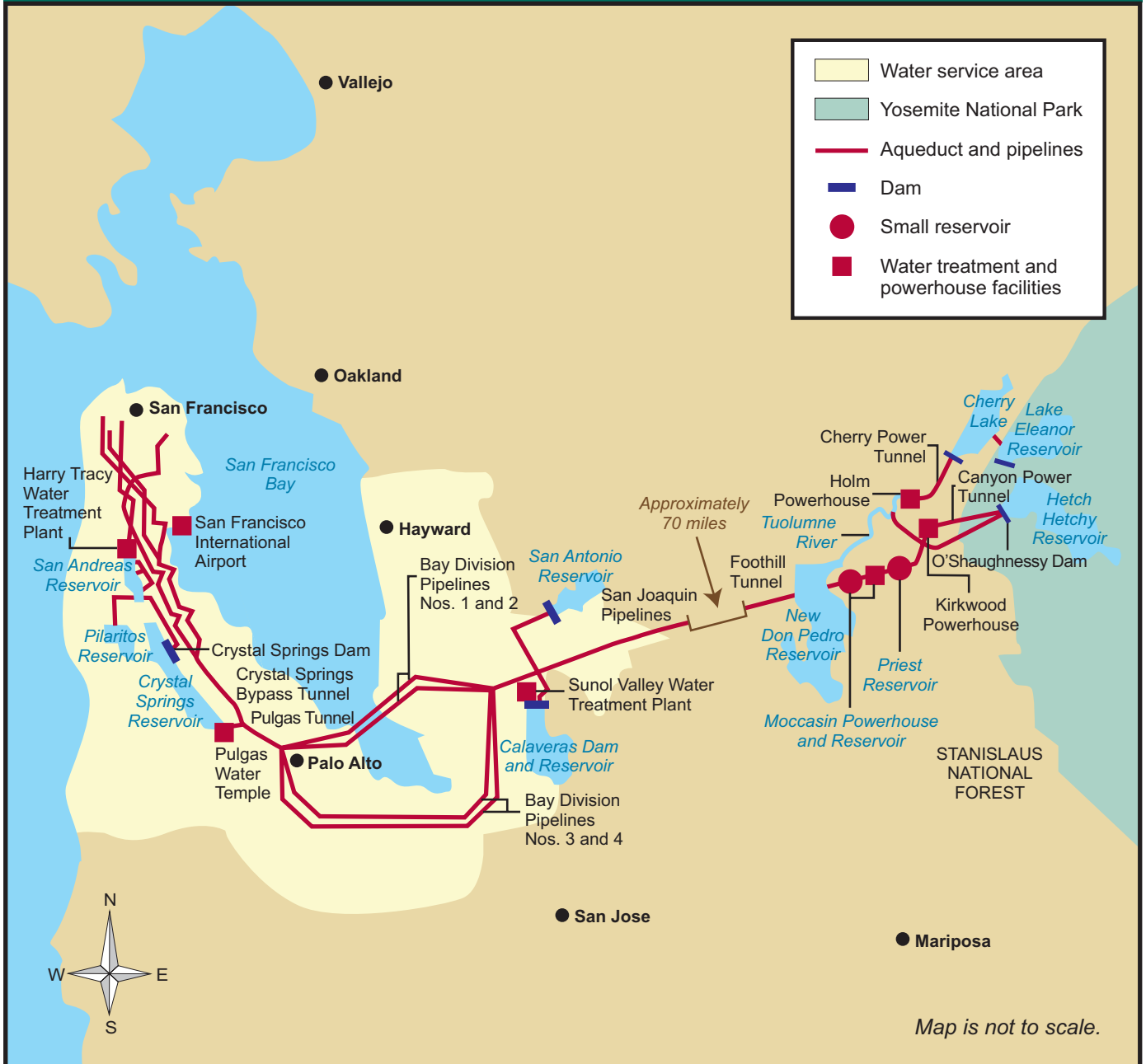




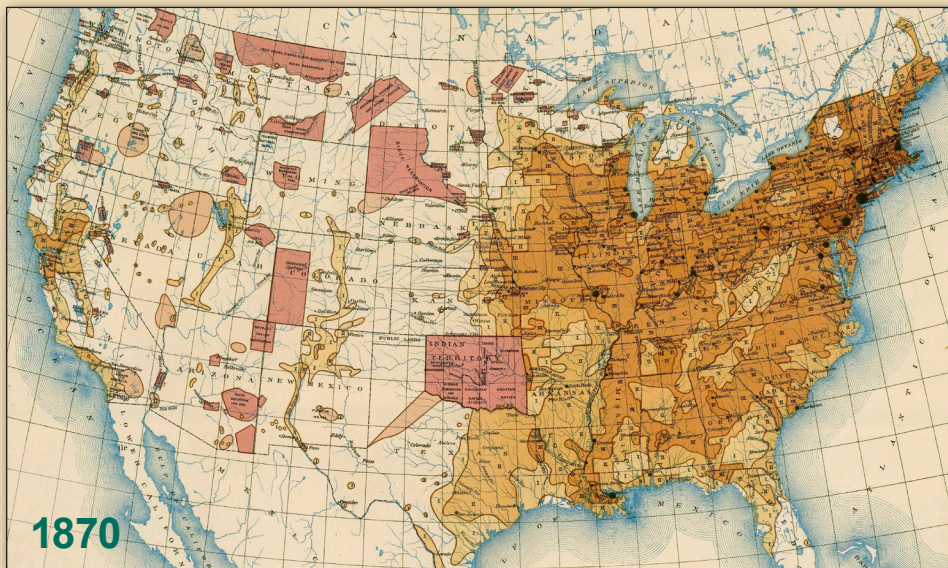
**VA #2 Hetch Hetchy Valley, 1914**











## VA #3 Hetch Hetchy Water System



## VA #4 U.S. Population Distribution, 1870 and 1900

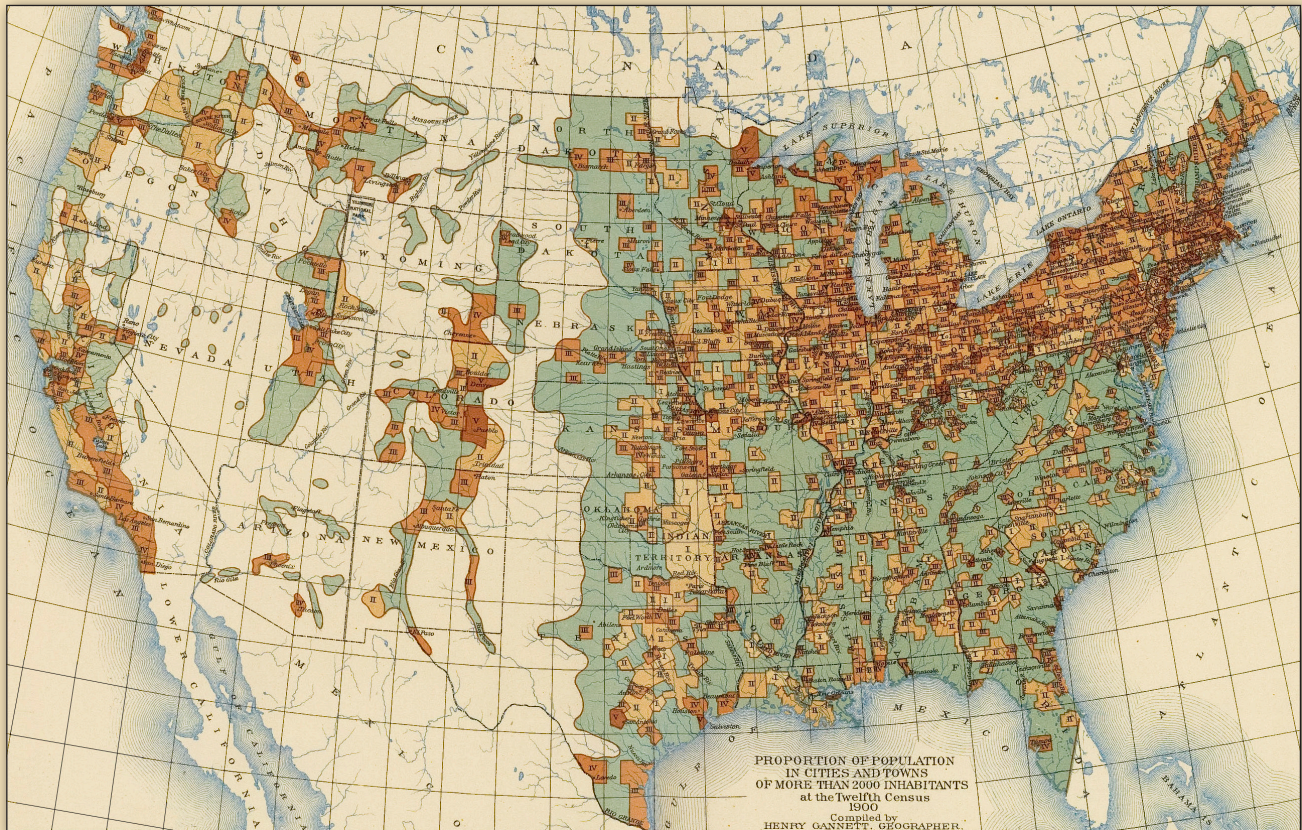


-  Under 2 inhabitants per square mile
-  2 to 6 inhabitants per square mile
-  6 to 18 inhabitants per square mile
-  18 to 45 inhabitants per square mile
-  45 to 90 inhabitants per square mile
-  90 and over inhabitants per square mile
-  Indian Reservation
-  Range or Hunting Ground





## VA #5 U.S. Urban Population, 1900



The absence of color indicates an aggregate population of less than 2 inhabitants to square mile.

## VA #6 Immigration in U.S. Cities, 1890

1890

Rank by total population	City, State	Total	Native	Foreign-born	
				Number	Percent
1	New York, New York	1,515,301	875,358	639,943	42.2%
2	Chicago, Illinois	1,099,850	649,184	450,666	41.0%
3	Philadelphia, Pennsylvania	1,046,964	777,484	269,480	25.7%
4	Brooklyn, New York	806,343	544,643	261,700	32.5%
5	St. Louis, Missouri	451,770	336,894	114,876	25.4%
6	Boston, Massachusetts	448,477	290,305	158,172	35.5%
7	Baltimore, Maryland	434,439	365,436	69,003	15.9%
8	San Francisco, California	298,997	172,186	126,811	42.4%
9	Cincinnati, Ohio	296,908	225,500	71,408	24.1%
10	Buffalo, New York	255,664	166,179	89,485	35.0%



## VA #7 City of New York, 1850



## VA #8 City of New York, 1880

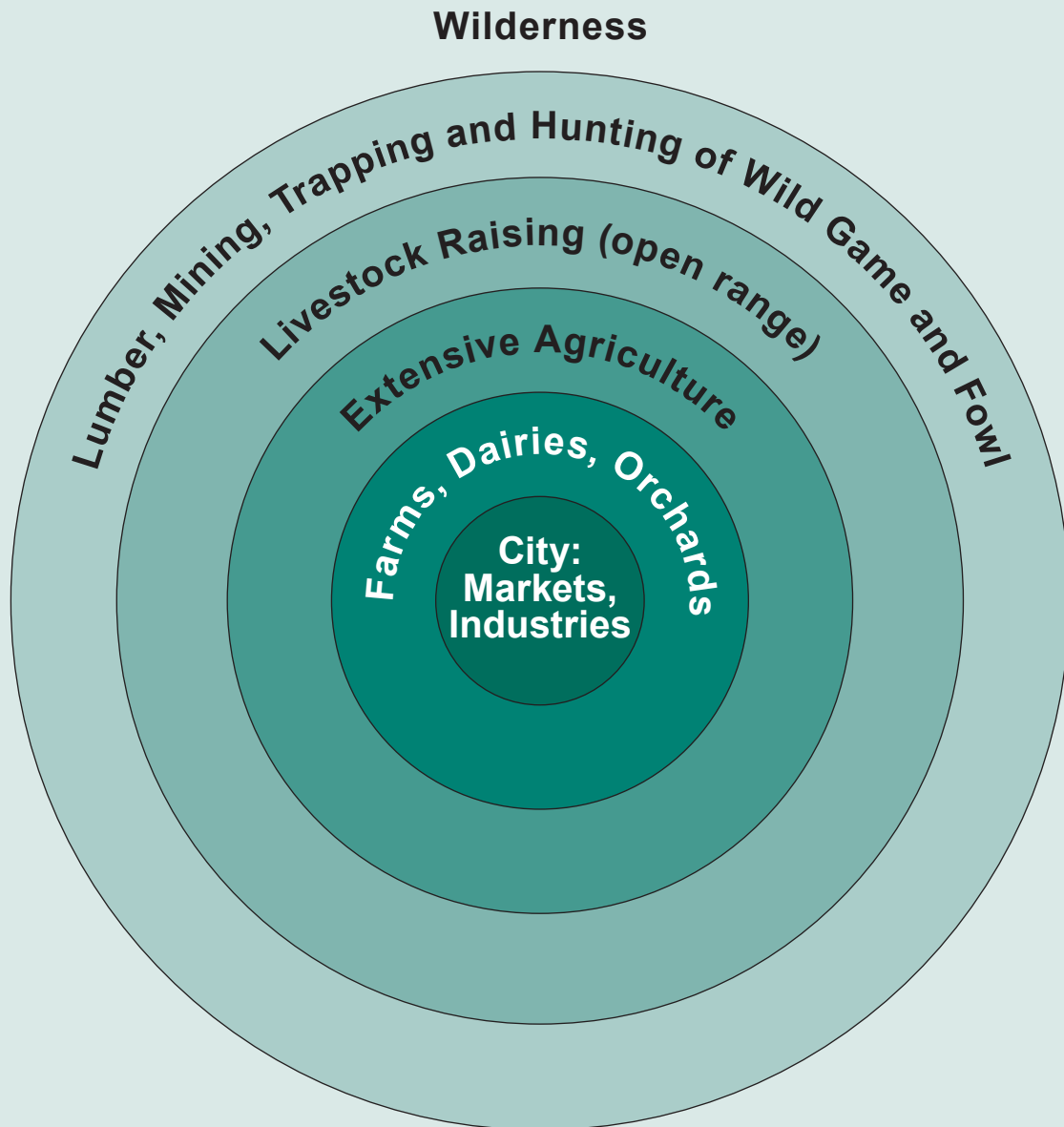


## VA #9 Bird's-eye View of New York City, 1892





## VA #10 Relationships Between City and Rural Areas



Based on von Thünen's model of an isolated state.

## VA #11 Bird's-eye View of Chicago, 1868

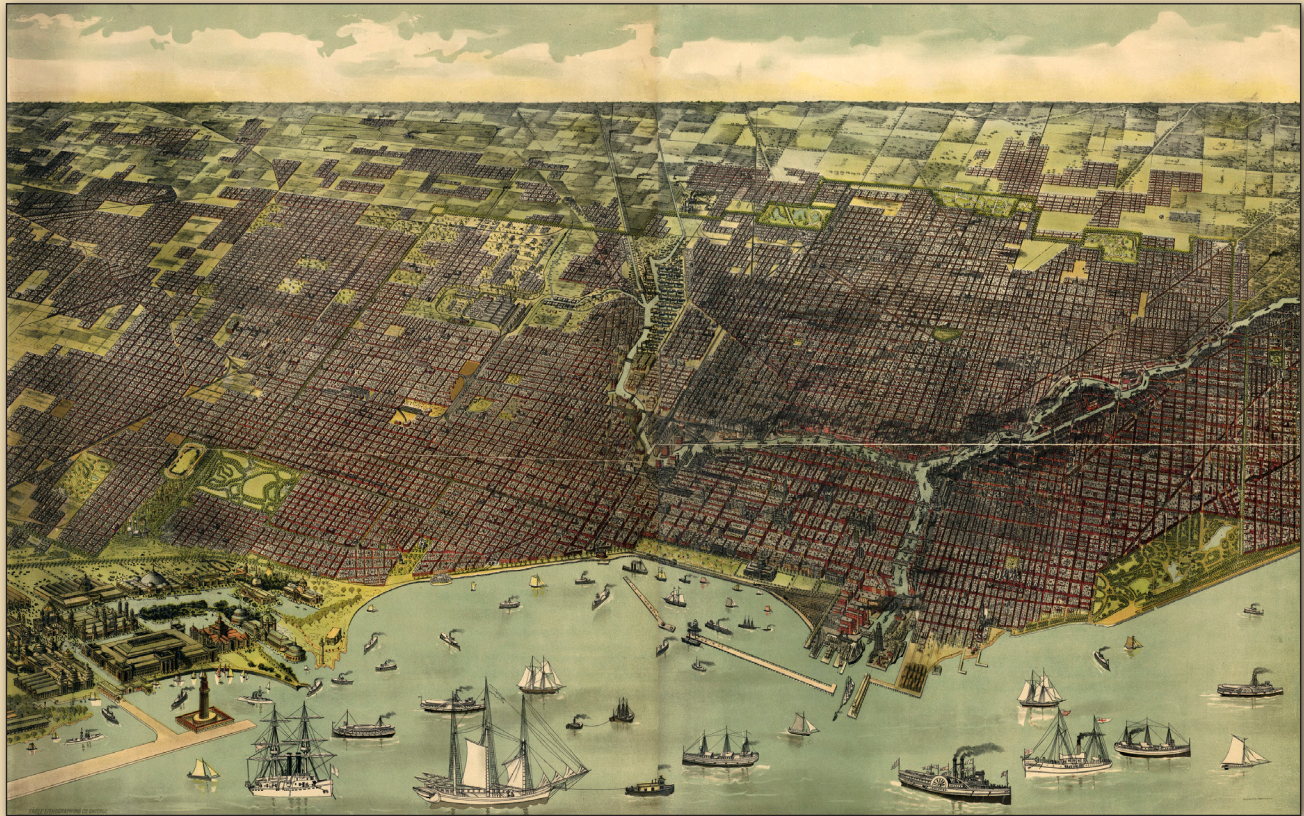




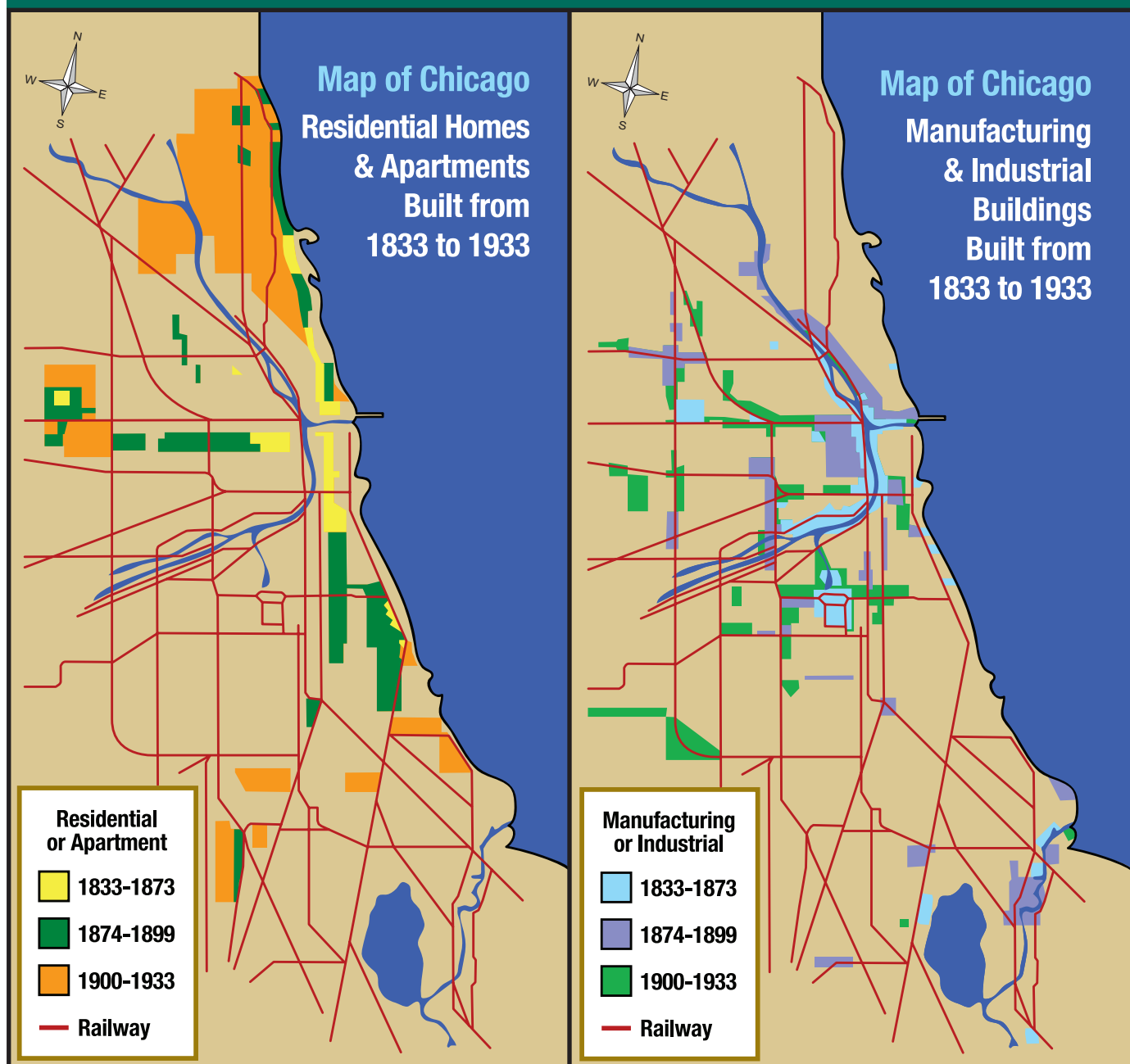




## VA #13 Bird's-eye View of Chicago, 1893

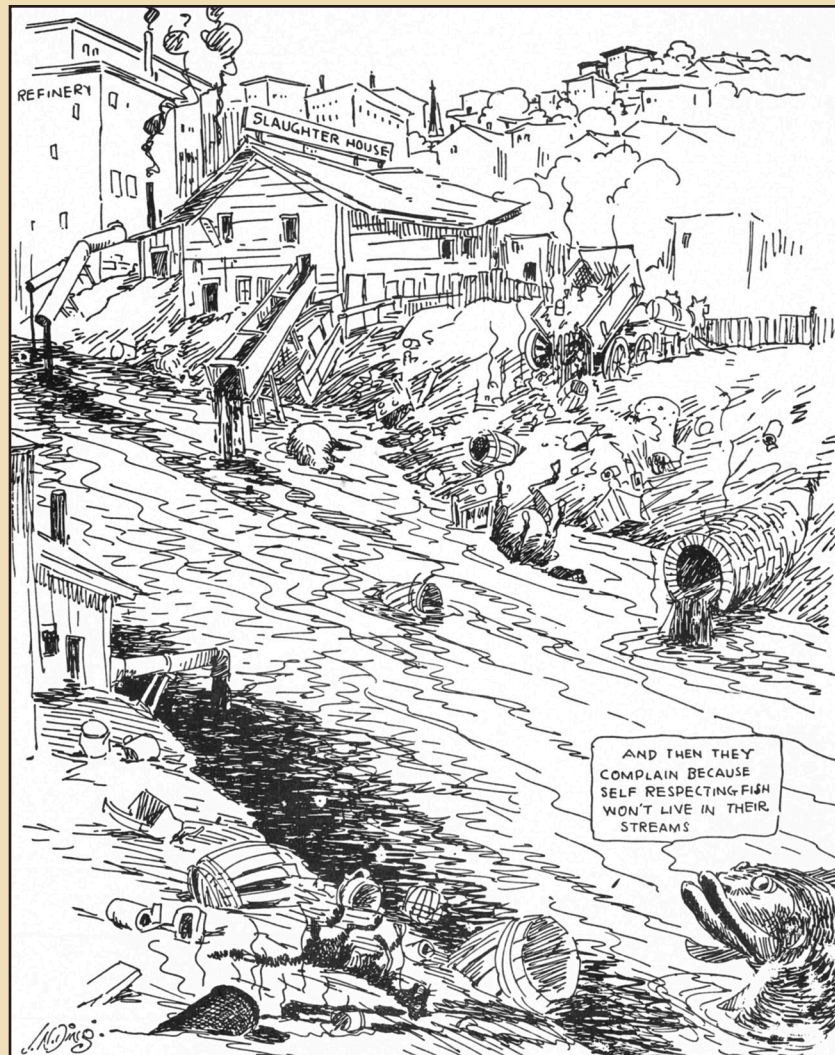


## VA #14 Chicago, 1833 to 1933





## VA #15 “Ding” Darling Cartoon, 1923



*What Man Does To One Of The Most Beautiful Gifts  
Of Nature—The River*

**VA #16 The Lumber District of Chicago, 1911**

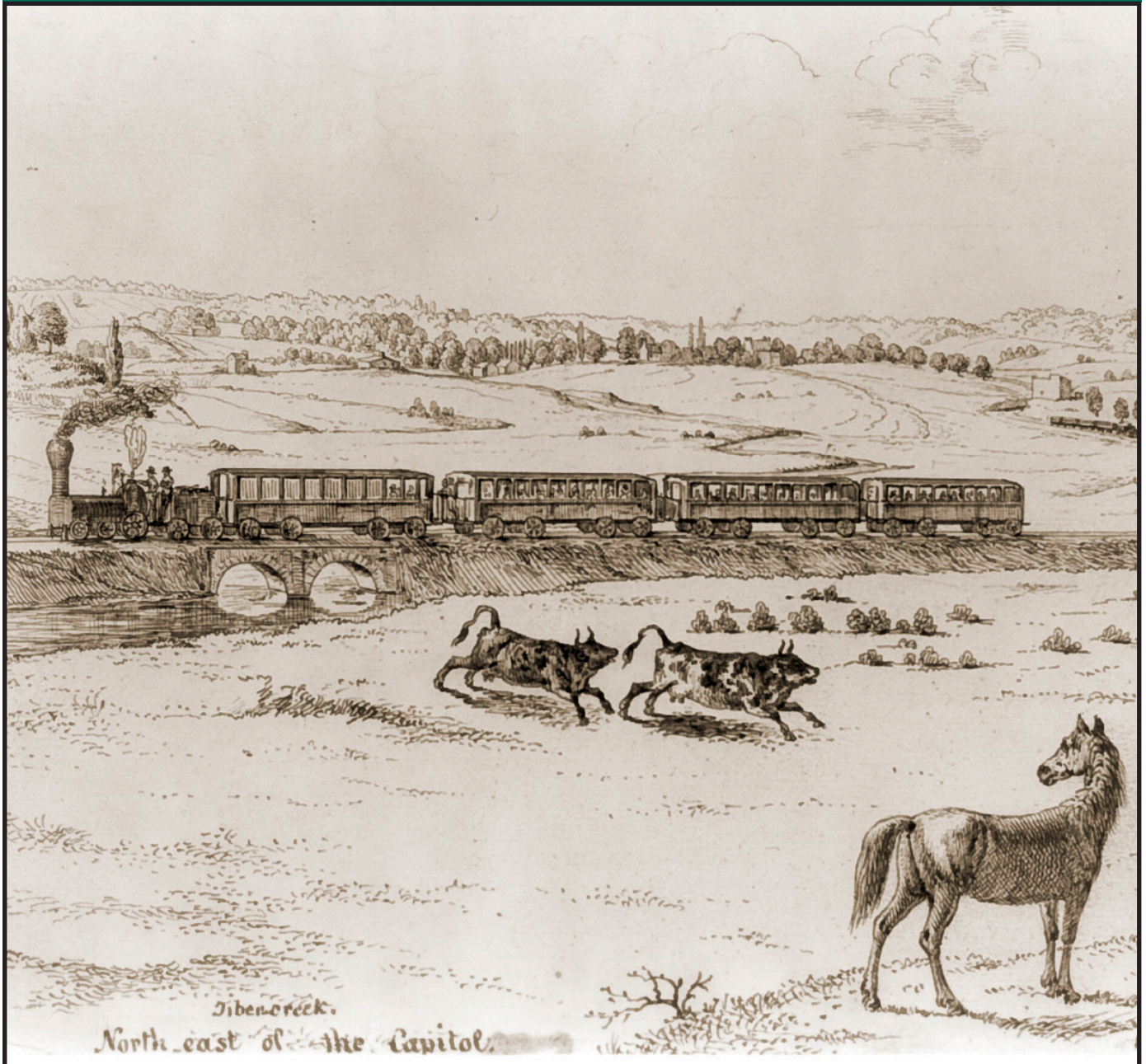


## VA #17 Blandy's Portable Steam Engine and Sawmill, 1867





## VA #18 Across the Continent, 1839





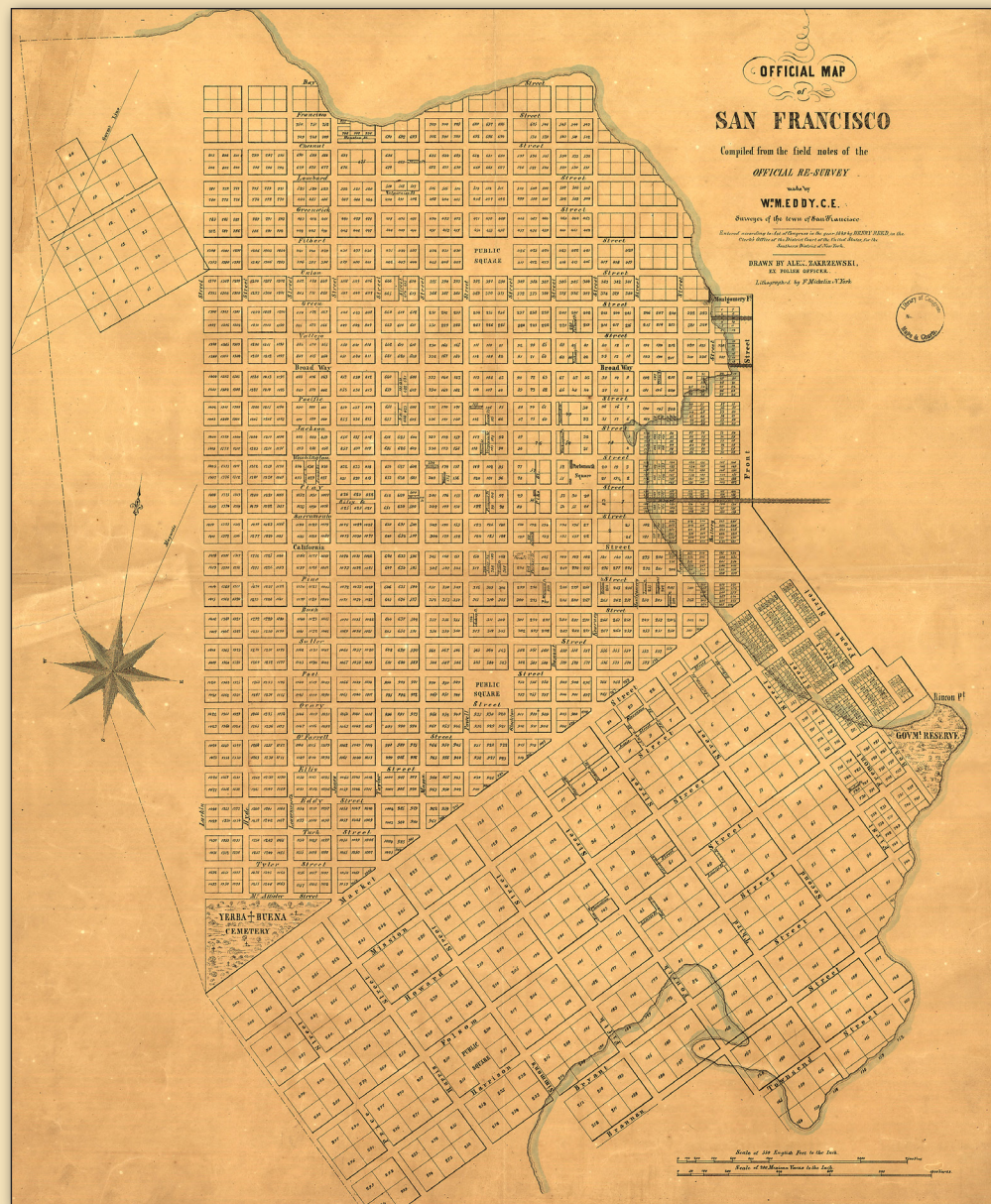
## VA #19 Bison and the Railroad, 1871



THE FAR WEST, SHOOTING BUFFALO ON THE LINE OF THE KANSAS-PACIFIC RAILROAD.



## VA #20 San Francisco, ca. 1849

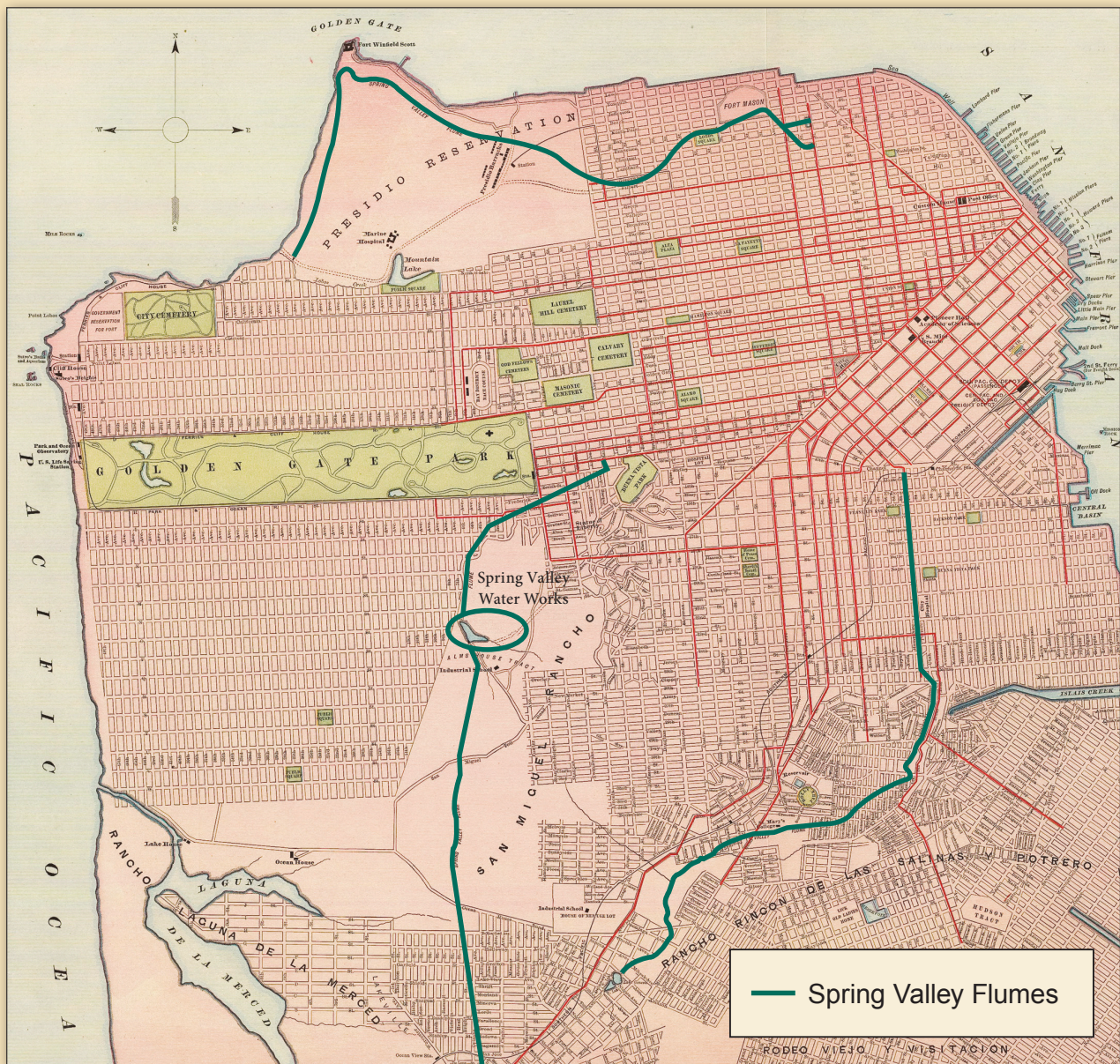








## VA #22 San Francisco, 1897





## VA #23 San Francisco and Vicinity, 1897





## VA #24 Trainload of Logs, 1906





## VA #25 Sempervirens Club, 1900





## VA #26 Yellowstone Geyser, 1898





**VA #27 Excerpts from the Conservation Conference 1****Declaration of the Conservation Conference**

*We the Governors of the States and Territories of the United States of America, in Conference assembled do hereby declare the conviction that the great prosperity of our country rests upon the abundant resources of the land chosen by our forefathers for their homes and where they laid the foundation of this great Nation.*

**VA #28 Excerpts from the Conservation Conference 2**

*We Look upon these resources as a heritage to be made use of in establishing and promoting the comfort, prosperity, and happiness of the American People, but not to be wasted, deteriorated, or needlessly destroyed.*



**VA #29 Excerpts from the Conservation Conference 3**

*We declare our firm conviction that this conservation of our natural resources include the land on which we live and which yields our food; the living waters which fertilize the soil, supply power, and form great avenues of commerce; the forests which yield the materials for our homes, prevent erosion of the soil, and conserve the navigation, and other uses of our streams; and the minerals which form the basis of our industrial life, and supply us with heat, light, and power.*

**VA #30 Excerpts from President Roosevelt's Letter 1****President Theodore Roosevelt's Letter to Congress  
January 22, 1909**

*January 22, 1909*

*To the Senate and House of Representatives:*

*I transmit herewith a report of the National Conservation Commission, together with the accompanying papers. This report, which is the outgrowth of the conference of governors last May, was unanimously approved by the recent joint conference held in this city between the National Conservation Commission and governors of States, State conservation commissions, and conservation committees of great organizations of citizens. It is therefore in a peculiar sense representative of the whole nation and all its parts....*



## VA #31 Excerpts from President Roosevelt's Letter 2

*The great basic facts are already well known. We know that our population is now adding about one-fifth to its numbers in ten years, and that by the middle of the present century perhaps one hundred and fifty million Americans, and by its end very many millions more, must be fed and clothed from the products of our soil. With the steady growth in population, and the still more rapid increase in consumption, our people will hereafter make greater and not less demands per capita upon all the natural resources for their livelihood, comfort, and convenience. It is high time to realize that our responsibility to the coming millions is like that of parents to their children, and that in wasting our resources we are wronging our descendants....*

**VA #32 Excerpts from President Roosevelt's Letter 3**

*The function of our Government is to insure to all its citizens, now and hereafter, their rights to life, liberty, and the pursuit of happiness. If we of this generation destroy the resources from which our children would otherwise derive their livelihood, we reduce the capacity of our land to support a population, and so either degrade the standard of living or deprive the coming generations of their right to life on this continent...*

*Very sincerely,*

*President Theodore Roosevelt*



## VA #33 Studying Natural Resources in the 21<sup>st</sup> Century

For many years, the National Oceanic and Atmospheric Administration (NOAA) has studied the oceans, relying on ships and other equipment to help it. NOAA has also worked to maintain sustainable supplies of the fish that are important to the fishing industry.

In the 21<sup>st</sup> century, NOAA is gathering scientific information about new problems. Today the human population is growing quickly on the coasts and elsewhere. There is more trade and more pollution. Our global climate is changing, as are plant and animal communities. NOAA needs to study these problems because each one affects marine plants, animals, and ecosystems.

To answer key questions about protecting, restoring, and sustainably using marine resources, we must study many related fields. We need to study not only the ocean and the fish, but also marine ecology, poisons that harm marine life, genetics, and even how people organize their societies and make use of ecosystem goods and services.

NOAA still needs to study the oceans and manage the supply of fish, but it cannot do so without a greater understanding of complex marine ecosystems.

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Adapted from comments presented to the Science Advisory Board of the National Oceanic and Atmospheric Administration (NOAA): Elliott A. Norse, Ph.D. President, Marine Conservation Biology Institute. July 1998









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